Title

Name: Duane Garien
Teaching content area(s): Biology, Earth Science, Physics (9-12)
School: North East High School
Extern host site: Jackson County Conservation

Part I: Overview of Business

Jackson County Conservation manages 38 individual parks, natural areas, timber preserves, historic sites, river accesses, and campgrounds; encompassing over 2,200 acres across the county. Jackson County is located in eastern Iowa along the Mississippi River.

Jackson County Conservation are here to help student groups, business, or organization learn more about Iowa's natural resources. They offer or work with field trips, outreach programs, public programs, Iowa junior naturalist, and youth groups. They are here to assist residents to learn more about the environment.

Part II: Job Specifics

• At the Hurstville Interpretive Center the Naturalist provide support and programs for the local schools and YMCA summer programs. They do four to five programs with each group. The programs range from visiting the schools and doing insect programs, visiting libraries talking about rocks and fossils to hiking in county park and finding insects and macro invertebrates. They also go canoeing with the various groups.
•The students were split into groups of usually around ten to fifteen students and I was responsible for a 15-20 minute presentation about kinds of fossils or capturing and identifying different insects.

In the prairie walks, I was responsible for answering questions about plants, animals, landforms and any question K-7th graders may think of when out exploring nature.

Other responsibilities of interest were the cleaning, bleaching and reconstruction of coyote skulls for school programs this winter. Invasive species were also removed from the prairie.

Part III: Introduce the Problem

The naturalist at the Hurstville center main goal is to get students and the public out into nature and learning about nature in Jackson County. My goal with this project is to get elementary students working collaboratively with the high school students in my class to explore the prairie behind the school. I envision splitting the elementary students in three to five groups and have my students lead the groups. My Biology students will become experts in their area or activities they lead in the prairie. I will invite the naturalist to critique or evaluate the programs these students give to the elementary students.

Part IV: Background

•The students will need to do research and become experts in their program before giving presentation to the elementary students. They will be put into collaborative teams of four to five to lead the elementary groups in the prairie. I will use class time and have the students give a dress rehearsal for their presentation or activity in the prairie to me or a naturalist to make sure their information is correct and accurate.
•I will be taking the role of the naturalist so I will need to be an expert in all of the groups. The naturalist needs to explore and discover what is available in their parks and recreation areas. The animal and plant species and even the trails change from year to year. They also have to bring and supply necessary equipment to conduct the sessions in nature.
•The Iowater information will be used to identify macro-invertebrates in the pond.

Part V: Business Solution

•The naturalist reached out to the summer school programs in the county and set up opportunities for their students to visit and explore the natural areas of the county. These students were very excited about the opportunities and asked many questions about nature. I will also do a better job of advertising the many programs offered by both Jackson and Clinton county conservation.

Part VI: Student Solutions

•Hopefully with the introduction to the parks and natural areas in the county the students will go home and encourage there parents to get out and explore the parks and natural areas close to home. I hope my Biology students gain an appreciation for the prairie and the habitat it supplies for many species of organisms.